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ABSTRACT

The bibliography contains 80 references selected from Exceptional Child Education Abstracts concerning education and home programing for emotionally disturbed children. One in a series of over 50 similar selected listings relating to various types of handicaps and giftedness, the bibliography cites texts for parents and teachers on topics such as occupational therapy, autism, behavior modification, programed instruction, curriculum development, identification and diagnosis, hyperactivity, and other aspects relevant to emotional disorders. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry, and author and subject indexes are included. (RD)

ED051598

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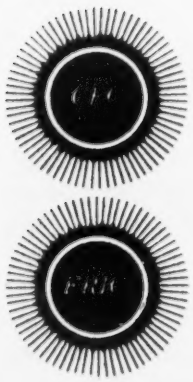

EMOTIONALLY DISTURBED—PROGRAMS

A Selective Bibliography

February 1971

EC 032 435

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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408 - 477	1.75	968 - 1037	3.75
478 - 547	2.00		

ABSTRACTS

ABSTRACT 10076

EC 01 0076 ED 012 528
Publ. Date 64
Smith, Bert Kruger
No Language but a Cry.
EDRS not available

Descriptors: exceptional child education; family (sociological unit); emotionally disturbed; residential centers; special schools; parent role; children; mental health; special classes; therapeutic environment; parent child relationship; rehabilitation; child development; etiology; program descriptions; prevention; medical treatment; special services; hospital schools; day care programs; League School; Sonia Shankman Orthogenic School; Hawthorne Center

Written for parents, this book is intended to provide understanding of the disturbed child. Symptoms of emotional disturbance as they appear from infancy through adolescence are listed and possible causes noted. Parents are told how to obtain professional help and the kinds of service that are available. Educational and treatment aspects of facilities such as special classes, special schools, day centers, foster homes, residential centers, and hospitals are discussed. Programs of three treatment centers, the League School, the Sonia Shankman Orthogenic School, and the Hawthorne Center are described. Recommendations for prevention and treatment are made. This document is available from Beacon Press, Boston, Massachusetts, for $5.00. (MY)

ABSTRACT 10188

EC 01 0188 ED 018 033
Publ. Date 65
Clark, Donald H., Ed.;
Emotional Disturbance and School Learning, a Book of Readings.
EDRS not available

Descriptors: exceptional child education; emotionally disturbed; learning; emotional maladjustment; mental illness; ecological factors; case studies (education); medical treatment; speech therapy; psychotherapy; child development; learning difficulties; social factors; parent child relationship; children; behavior problems; gifted; achievement; adolescents; schools; schizophrenia; low achievement factors; autism; teacher influence; aggression; student attitudes; mental health programs; mental health

A collection of 26 readings on research in emotional disturbance and school learning, this paperback book presents four or five studies of differing types from various sources on each topic treated. The topics include (1) a definition of emotional disturbance and problems, (2) antecedents of trouble, (3) case histories of troubled children, (4) treatment, (5) the classroom, and (6) the school's role in promoting mental health. Also included are the criteria for inclusion, a conclusion, a list of additional references for each section (totaling 115), a glossary, and profiles of contributing authors. This document was published by Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611, and is available for $3.50. (HJ)

ABSTRACT 10201

EC 01 0201 ED 018 030
Publ. Date 67
Llorens, Lela A ; Rubin, Eli Z.
Developing Ego Functions in Disturbed Children, Occupational Therapy in Milieu.
EDRS not available

Descriptors: exceptional child education; emotionally disturbed; children; milieu therapy; program planning; case studies (education); occupational therapy; residential schools; clinical diagnosis; skill development; psychomotor skills; interpersonal relationship; institutional needs; perceptual motor coordination; evaluation techniques; instructional materials; behavior change; group activities; individualized programs

The use of occupational therapy (OT) with emotionally disturbed children in a residential treatment setting or milieu is described on the basis of 6 years of experimental work. Corrective treatment and rehabilitation approaches are explained. Also considered is the contribution of OT in (1) the development, fulfillment, or modification of motor skills and coordination, (2) interpersonal relationships, (3) social skills, (4) behavioral functioning, (5) psychological and emotional needs, (6) psychodynamic conflict, and (7) cognitive perceptual motor dysfunction. After an overview and rationale are provided, milieu treatment planning is defined in terms of programs, general attitudes, behavior management, and treatment stages. The discussion of evaluation and treatment planning pertains to graded activity programs, evaluation procedures, and program planning. Eight case histories are presented with clinical findings, OT evaluation, and plan. Activity group programs, with lists of materials and crafts, are described for basic, intermediate, and advanced skill levels. Problem areas dealt with are those of application, handling maladjusted behavior, interest groups, and physical facilities. Individual programs outlined are two with case histories for the modification of psychological processes and two for training procedures. Appendixes include milieu treatment data forms, an evaluation battery, a cognitive perceptual motor manual and a rating summary, and a list of 25 references and resources. A bibliography lists 55 items. This document is available from the Wayne State University Press, Detroit, Michigan 48202. (HK)

ABSTRACT 10212

EC 01 0212 ED 018 897
Publ. Date 67 37p.
Project Re-Ed, a Demonstration Project for the Reeducation of Emotionally Disturbed Children.
Tennessee State Dept. Of Health
North Carolina State Dept. Mental Health, Raleigh
George Peabody Coll. For Teachers, Nashville, Tenn.
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; elementary education; children; residential schools; residential programs; educational programs; demonstration projects; demonstration programs; experimental programs; therapeutic environment; program evaluation; camping; personnel; teacher characteristics; teacher selection; teacher role; teachers; admission criteria; referral; teacher education; program descriptions

The Project for the Reeducation of Emotionally Disturbed Children (Project Re-Ed), a demonstration project (1961-68) to develop and evaluate the effectiveness of residential schools (Sunday through Friday) for disturbed children, is described. The professional training at George Peabody College, Tennessee, and use of carefully selected teacher-counselors in the two project schools (Cumberland House Elementary School, Tennessee, and Wright School, North Carolina) which serve 40 children aged 6 to 12 are discussed. Aspects of the formal school program based on individual needs and the camping program are presented, and work with the child's family and school is described. Included is information about admission criteria, length of stay, referral procedures, facilities, costs and financing, needs for additional services, and project evaluation. Photographs of school activities and seven brief case histories are also included. (MY)

ABSTRACT 10262

EC 01 0262 ED N.A.
Publ. Date 66 237p.
Zivan, Morton And Others
Youth in Trouble, a Vocational approach, a Vocational Rehabilitation Demonstration in a Residential Treatment Center to Meet the Vocational and Community Adjustment Needs of Emotionally Disturbed Youth Adjudged To Be Juvenile Delinquents. Final Report.
Children's Village, Dobbs Ferry, New York
EDRS mf,hc

Descriptors: exceptional child research; vocational rehabilitation; adjustment (to environment); emotionally disturbed; delinquency; vocational adjustment; social adjustment; residential centers; adolescents; males; personal adjustment; psychological needs; social factors; attitudes; environmental influences; special services; counseling; work experience; evaluation; behavior change; behavior; background; testing; student characteristics; occupational guidance

The project attempted to demonstrate feasibility of a comprehensive vocational rehabilitation program encompassing residential and aftercare phases to meet the vocational and community adjustment needs of juvenile delinquents and emotionally disturbed adolescents. Attempts were made to identify the personal, attitudinal, psychological, social, and environmental factors associated with community and vocational adjustment. Selection of the subjects, aged 10 to 18, was made randomly from a list of boys judged as being appropriate for vocational treatment. In addition to an experimental group of 68 subjects who received in-care and aftercare services and a control group of 25 boys who received no services, a second experimental group received the full range of aftercare service, and a comparison group of former in-care residents was used. In-care services included assessment counseling, evaluation and testing, developmental counseling, occupational group guidance, field visiting, and work exposure. Evaluation of the effectiveness of the project was based on (1) the adequacy of the community adaptation and behavior of the experimental group and (2) the occurrence of salutary change in attitudes, perception, and understanding. Results derived from questionnaires, interviews, and psychological tests showed no statistically significant difference between the groups in community adaptation. Statistically significant relationships were found among the following personal and background characteristics of the boys and their community adjustment--age at time of referral, ethnic group, religion, source of family income, rate of delinquency in area of residence, living arrangements at discharge, conformity ratings, length of time in the in-care programs, impulsivity, over conformity, sense of responsibility, and an admission of behavioral problems. Implications and suggestions for future action are discussed. Tables and a 25-item bibliography are provided. Appendixes include questionnaires and tests, scoring systems and data sheets, and correlations. (TM)

ABSTRACT 10270

EC 01 0270 ED 018 908
Publ. Date 67
Ganter, Grace And Others
Retrieval from Limbo, the Intermediary Group Treatment of Inaccessible Children.
Child Welfare League Of America, Inc., New York, New York
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; behavior; psychotherapy; play therapy; children; emotional maladjustment; program evaluation; program descriptions; psychoeducational clinics; clinics; behavior change; behavior problems; group therapy; special services; elementary school students; parent participation; self control; self expression; self concept; parent counseling

A clinic program was designed to provide emotionally disturbed children intermediary group treatment with the advantages of residential care while they remained at home. Of the 47 subjects selected (27 aged 6 to 9, 20 aged 9 to 13), 25 had been recommended, and nine considered, for residential treatment. All were judged inaccessible by the clinic staff and/or diagnostic group observations. The children were seen in eight groups by dual therapists twice a week for 3 hours over a 6-month period. Data were obtained through recorded observations of the therapists and staff interaction. Group treatment was structured (1) to increase the child's organizational unity through planned activities and intervention, (2) to develop the child's capacity for self observation through induction to verbal-conceptual expression and transference disruption, and (3) to create participation by parents through the treatment contract, group therapy, parent casework, and family contact. Of the 47 subjects, 39 completed the program and 31 continued in individual therapy. Of the children who entered individual therapy, 28 were regarded by their therapists as high on accessibility to treatment (roughly 60 percent of the original 47). Changes also occurred in school behavior (only two of 11 previously excluded remained not in attendance, and nine of nine once partially excluded were back in fulltime classes). Parental attitudes altered, as indicated by the fact that 31 families chose to pay for continuing service. Finally, the Draw-A-Group Test showed a change in the children's group perceptions (the children included more and excluded fewer group members, significant at the .007 and .003 levels of confidence respectively). After treatment, however, five children were recommended for residential placement and three remained inaccessible (one with brain damage, two with malfunctioning parents). With no contrast groups it was difficult to attribute the changes to the treatment, but the chief expectation without intervention was greater deterioration. The investigators were encouraged by the results. This document was published by the Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010, and is available for $3.25. (DF)

ABSTRACT 10290

EC 01 0290 ED 017 096
Publ. Date 67
Berkowitz, Pearl H.; Rothman, Esther P.
Public Education for Disturbed Children in New York City, Application and Theory.
EDRS not available

Descriptors: exceptional child education; emotionally disturbed; schizophrenia; educational programs; day schools; hospital schools; corrective institutions; psychiatric hospitals; schools; teacher role; institutional schools; public schools; case studies (education); counseling; special programs; special services; neglected children; dependents; admission criteria; research needs; records (forms); mental illness; educational theories; school environment; school organization; therapeutic environment; vocational education; reading difficulty

Concerned with public education for disturbed children, various authors discuss programs of the New York City public school system and present some theoretical formulations. Programs considered are (1) Educating Disturbed Children in New York City--An Historical Overview by Pearl H. Berkowitz and Esther P. Rothman, (2) These Are Our Children by the same authors, (3) The Livingston School--A Day School for Disturbed Children by Esther P. Rothman, (4) Day School for Disturbed Boys by Albert Budnick and Joseph Andreacchi, (5) The Bellevue Psychiatric Hospital School by Wanda G. Wright, (6) Growth and Development of Education in a Detention Setting by William P. Dorney, (7) The Prison School by Mortimer Kreuter, (8) Educational Planning for Neglected and Dependent Children by Bernice M. Peebles, (9) Public Schools in Treatment Centers--An Evaluation by Pearl H. Berkowitz, (10) The Junior Guidance Classes Program by Louis Hay, (11) Clinical Services in Special Education Programs by Marvin N. Greenstein, and (12) Two Case Histories by Bobbie Landsman. Theoretical considerations include (1) A Conceptual Framework for the Development of Programs for Emotionally Disturbed Children by Eli M. Bower, (2) Bridging the Gap between Clinic and Classroom by Kay Field, (3) The Concept of Clinical Teaching by Esther P. Rothman and Pearl H. Berkowitz, (4) Some Aspects of Reading Disability by the same authors, and (5) The Clinical School--A Paradigm by the same authors. This document was published by Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, and is available for $12.50. (JD)

ABSTRACT 10353

EC 01 0353 ED 015 596
Publ. Date 67 45p.
John, Mary Jane; Conway, Walter J.
Guidelines for Educating Youth under Stress.
Nevada Heights Schools, Nevada, Missouri
National Institute Of Mental Health, Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child education; behavior; emotionally disturbed; class management; educational therapy; discipline; anxiety; behavior problems; children; classroom environment; classroom techniques; curriculum; discipline problems; instructional materials; teaching guides; withdrawal tendencies (psychology); Nevada Heights School

Presenting fundamental practical concepts concerning behavior, classroom environment, and curriculum for the child under stress, this guide discusses the angry child, the confused child, the destructive child, and the quiet child. The general goals of classroom controls and effective methods of achieving these goals are discussed. Lists of teaching aids for science, arithmetic, social science, reading, and general use are included in the section which views the normal curriculum as both foundation and goal for educating children under stress. The appendix lists five curriculum guides, a 189-item bibliography, achievement test scores for eight children, and two school record forms. (JW)

ABSTRACT 10372

EC 01 0372 ED 014 180
Publ. Date 65 116p.
Crawford, Hugh A.; Van Duyne, William V.
Final Report of Day-Care Rehabilitation Center for Emotionally Disturbed Adolescents.
Butler Hospital, Providence, Rhode Island
Rhode Island Div. Of Vocational Rehabilitation, Providence
OVR-RD-550-60
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; rehabilitation therapy; adolescents; day care programs; demonstration projects; inservice education; mental health programs; referral; rehabilitation programs; state programs; therapeutic environment; program descriptions; administration; group therapy; personnel; admission criteria; adults; case records; cooperative programs; Butler Hospital; Providence

In this 5-year demonstration project, emotionally disturbed adults and adolescents received treatment at a day care rehabilitation center sponsored by the Rhode Island Division of Vocational Rehabilitation (DVR) located in a private psychiatric hospital (Butler Hospital). The major treatment goals were preservation and restoration of interpersonal relationships in an environment of little structure, free choice, many activities, comfort, and security where individual and group therapy were available. Patient selection, admission criteria, and referral procedures are discussed. Day-care staff descriptions include the hospital superintendent, director, assistant director, home economist, paint shop supervisor, bookbinder, woodworking instructor, school teacher, homeworker, social worker, psychologist DVR coordinator, and counselors. The inservice training program for rehabilitation counselors is described. The philosophy of day care, the evolution of its theoretical framework, and the attitudes of the staff toward the program at this center are discussed. A typical day of a patient and brief case studies of 20 patients are presented. (JK)

ABSTRACT 10428

EC 01 0428 ED 015 611
Publ. Date 67
Coffey, Herbert S.;
Group Treatment of Autistic Children. Prentice-Hall Psychology Series.
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; psychotherapy; psychotic children; schizophrenia; psychosis; group therapy; autism; children; day care programs; case studies (education); behavior rating scales; play therapy; East Bay Activity Center (Berkeley); Berkeley

At the East Bay Activity Center in Berkeley, California, treatment involved the mixing of autistic children with less severely disturbed children. Non-autistic children in the group were expected to act as catalysts by trying to form some type of socially mature relationship with the autistic children while the therapist encouraged interaction. Hypothesis one stated that treatment employed at the center and particularly in the play activity group should aid the children, both autistic and non-autistic, in developing more socially mature types of interaction. Behavior ratings of the children were made by observers. The Wilcoxen Signed Ranks Test showed no significant improvement for the group during either year of the program. Measurement of individual children's changes by means of t tests showed that of six children in the first year's group, two showed significant changes in levels of interaction (at .005 and .001 levels). During the second year, of eight children, two showed significant changes in levels of interaction (at .01 and .001 levels). None of the children was classified as autistic. Comparisons of monthly mean fluctuations of the autistic children with the catalysts by means of t tests were not significant. Hypothesis two stated that the treatment program should result in the nonsocial autistic children's gradually diminishing their amount of dependent interactions with the therapist and beginning to interact with other children in the group. The Wilcoxen Signed Ranks Test revealed no significant differences for either year in proportion of interaction with other members of the group between the beginning and the end of the year. The bibliography lists 12 items. Descriptive accounts of the therapeutic methods used, anecdotal records of the children involved, the results of a followup study, a discussion of the nature of autism, and a brief summary of the philosophy of group therapy are included. This document is available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. (TM)

ABSTRACT 10482

EC 01 0482 ED 014 177
Publ. Date Sep 66 50p.
Carollo, Elizabeth And Others
An Emerging Program for Emotionally Disturbed and Neurologically Impaired Pupils in the Warwick Public Schools, Grades 1-6.
Warwick School District, Rhode Island
EDRS mf,hc

Descriptors: exceptional child education; administration; learning disabilities; emotionally disturbed; neurologically handicapped; curriculum; behavior change; children; class management; elementary grades; interprofessional relationship; parent school relationship; records (forms); teacher aides; teacher role; teaching guides; testing; physical facilities; program descriptions

Intended for teachers this manual resulted from a special workshop held in 1966 to plan a better program for emotionally disturbed and neurologically impaired elementary school age students. Admission policy, administration of both types of classes, and the duties of the teacher and teacher's aide are described. Relationships with parents, the principal, supportive personnel, student teachers, and non-teaching personnel are discussed. The philosophy and techniques of management of behavior are presented. The academic program for the neurologically impaired which includes training for general academic improvement, improvement of perception, reading, handwriting, language and spelling, and mathematics is presented. Sources of materials are listed. Problems in testing intelligence and achievement and in preparing student reports and records are noted and some suggestions are given. Physical facilities for the class are described. Appendixes give examples of a report card and a check list of academic skills and behavior traits of brain-injured children. The bibliography lists 33 items. (JA)

ABSTRACT 10540

EC 01 0540 ED 023 235
Publ. Date 67 141p.
Knoblock, Peter, Ed.; Johnson, John L., Ed.
The Teaching-Learning Process in Educating Emotionally Disturbed Children, Proceedings of the Third Annual Conference on the Education of Emotionally Disturbed Children.
Syracuse University, New York, Division Of Special Education And Rehabilitation
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($3.00).

Descriptors: exceptional child education; emotionally disturbed; learning; teaching methods; behavior; hyperactivity; teaching machines; programed instruction; reading difficulty; identification; mathematics; educational research; educational needs; curriculum; clinical diagnosis; interaction process analysis;

conference reports; Syracuse Scholastic Rehabilitation Program

The teaching-learning process for emotionally disturbed children is explored by nine conference participants at Syracuse University. The interaction analysis system developed by Flanders and its adaptability to classroom situations faced by teachers of disturbed children are discussed; and comments on the applicability of this system are included. General research strategies for the teacher are described, and the research activity of the Syracuse Scholastic Rehabilitation Program in the Syracuse Public Schools is examined. A theoretical conception of hyperactivity and a curriculum for hyperactive children is presented; two papers provide comments. Diagnostic and programing problems of educators discussed include programing for disturbed children without a clear idea of who they are and a framework for discovering children's learning patterns in mathematics. (LE)

ABSTRACT 10563

EC 01 0563 ED 023 205
Publ. Date 67 27p.
Klein, Genevieve, Ed.; And Others
COVERT (Children Offered Vital Educational Retraining and Therapy) Project. Year 1.
Tucson Public Schools, Arizona;
Arizona Children's Home, Tucson;
Tucson Child Guidance Clinic, Arizona
EDRS mf,hc
P-972

Descriptors: exceptional child research; emotionally disturbed; program planning; behavior problems; educational therapy; play therapy; residential schools; special classes; day schools; regular class placement; tutorial programs; teachers; evaluation techniques; identification; administrative organization; program descriptions

Involving seven Tucson school districts, a children's home, and a child guidance clinic, the COVERT School (Children Offered Vital Educational Retraining and Therapy) was designed to initate, compare, and evaluate educational approaches to the problems of emotionally disturbed children. Six distinct approaches were implemented, including a residential school, a day school, special class programs, group approach combined with a tutorial program, a supportive teacher for children in regular classes, and recreational therapy for children in regular classes. Areas involved were identification of problem children, the teacher as team member, teacher evaluation and reporting, techniques to be demonstrated, pupil and project evaluations, teacher objectives and purposes, the teacher's professional role, classroom management, and means of teacher identification of individual problems to determine classroom procedures. The school's philosophy, location and physical plant, and organization (cooperation, coordination, admission and dismissal procedures, and implementation planning) are described. (RK)

ABSTRACT 10623

EC 01 0623 ED 024 183
Publ. Date 68 373p.
Hewett, Frank M.
The Emotionally Disturbed Child in the Classroom: A Developmental Strategy for Educating Children with Maladaptive Behavior.
EDRS not available
Allyn And Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($10.60).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; learning; children; educational diagnosis; educational strategies; educational objectives; classroom techniques; classroom design; program evaluation; curriculum; attention control; learning characteristics; behavior; behavior change; learning experience; achievement; Santa Monica Project

The emotionally disturbed child is presented as a learning problem whose difficulties can be helped by the teacher and school. The description of educational goals, methodology, and assessment includes the psychodynamic-interpersonal, sensory-neurological, and behavior modification strategies; a developmental sequence of educational goals; methodology of the learning triangle of task, reward, and structure; and educational assessment of emotionally disturbed children. Specific classroom practices detailed concern attention level, response level, order level, exploratory and social levels, and mastery and achievement levels. Total classroom design for emotionally disturbed children is explained, and the curriculum of the Santa Monica Project which developed and evaluated engineered classroom design is reviewed. Appendixes provide a student assessment inventory, parent and teacher rating scales, task attention criteria, and a bibliography of 208 items. (JD)

ABSTRACT 10668

EC 01 0668 ED N.A.
Publ. Date 66 96p.
Early Identification of Emotionally Disturbed Children and Youth; Proceedings of a Special Study Institute (November 3-5, 1966).
Alabama State Department Of Education, Montgomery, Program For Exceptional Children And Youth
EDRS not available

Descriptors: exceptional child education; emotionally disturbed; identification; teaching methods; conference reports; children; adolescents; public schools; school services; screening tests; behavior problems; intervention; psychotherapy; psychoeducational clinics; simulated environment; child rearing; state agencies; psychiatrists; physicians; social studies; curriculum; educational games

The proceedings of a special study institute on the emotionally disturbed child are reported. Studies consider the responsibilities of the public schools, screening and identification, the changing concepts of behavior disorders, a simulated environment, rehabilitation, reading systems, child rearing, and the role of state agencies as well as of the pediatrician and psychiatrist. Two appendixes cover curriculum and techniques in working with the emotionally disturbed child. (DP)

ABSTRACT 10672

EC 01 0672 ED N.A.
Publ. Date 66 333p.
Wing, J. K., Ed.
Early Childhood Autism; Clinical, Educational and Social Aspects.
EDRS not available
Pergamon Press, Inc., 122 East 55th Street, New York, New York 10022 ($7.50).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; identification; psychotherapy; speech therapy; autism; clinical diagnosis; medical evaluation; behavior patterns; psychological patterns; cognitive development; speech; special services; psychological processes; psychotic children; case studies (education); psychopathology; educational programs

Early childhood autism is defined and discussed and the following clinical aspects of autism are treated: behavioral and cognitive characteristics, medical treatment, and prognosis. Speech in psychotic children, educational programs and problems, teaching, and psychological assessment and research are discussed in the sections on education and psychology. Social and administrative aspects presented include services for autistic children in Middlesex, counseling and the principles of management, and prescription of services. Photographs of autistic children and case histories are included. A reference list contains 261 items. (LE)

ABSTRACT 10676

EC 01 0676 ED N.A.
Publ. Date 68 287p.
Rubin, Eli Z. And Others
Emotionally Handicapped Children and the Elementary School.
EDRS not available
Wayne State University Press, Detroit, Michigan 48202 ($12.50).

Descriptors: exceptional child research; emotionally disturbed; behavior; grouping (instructional purposes); adjustment (to environment); emotional adjustment; social adjustment; behavior change; behavior problems; academic achievement; special classes; regular class placement; teaching methods; clinical diagnosis; family characteristics; case records; emotional maladjustment; statistical analysis; individualized instruction; research utilization

Eighty-three children, from kindergarten to second grade, showing evidences of chronic social, emotional, and academic maladjustment, were placed in a program consisting of a control group in regular class and an experimental group in one of two special classes with individualized instruction and therapeutic

management. There was no significant difference between the experimental and control groups in classroom behavior, but the experimental group was significantly better in the following items on changes in classroom adjustment: mood, friendly approach, and daydreaming (p equals .05); and impulse control, intensity of overt anger, popularity, and quarrelsomeness (p equals .01). The experimental group showed significant improvement in attitude toward school (p equals .05) and in perception of stress at school (p equals .05). In contrast to other research, there was no significant difference between groups in performance on the Metropolitan Achievement Test. Results did not overwhelmingly confirm the hypothesis that special class programing is generally beneficial to emotionally handicapped children. The background to the study, the research design and methods, new hypotheses, and program changes are also described. (RP)

ABSTRACT 10742

EC 01 0742 ED N.A.
Publ. Date 05 Feb 68 202p.
Donahue, George T.; Nichtern, Sol
Teaching the Troubled Child.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($2.45).

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; community programs; adjustment (to environment); minimally brain injured; individualized instruction; ancillary services; volunteers; nonprofessional personnel; teacher aides; psychotic children; cooperative programs; school community programs; program evaluation; case studies (education); Elmont Project

The Elmont Project was a community initiated, low cost program supported by the regular school system which began with the teaching of six disturbed children, aged 6 to 8. The principle was that the disturbed child is not to be isolated from his family, peers, and community, but rather helped by a team of educators, psychologists, psychiatrists, and a teacher-mom. The school system supplied a teacher to be in charge, transportation, supportive music, psychological and psychiatric services, and educational materials; snacks and insurance were supplied by the Kiwanis Club; classroom space was provided by the Elmont Jewish Center; and 12 volunteer teacher-moms worked with the teacher in charge with two moms alternating teaching one child on a one-to-one basis two mornings a week. For evaluation of how this project achieved its goals, six case histories describe children who were psychotic, neurotic, pseudo-retarded, sociopathic, brain damaged, and unteachable. In 5 years, 31 children were included in the project with 21 successfully returned to regular classrooms, one was hospitalized, and one entered part-time regular classes; the program was expanded to 38 teacher-moms who teach 11 children. (SN)

ABSTRACT 10748

EC 01 0748 ED N.A.
Publ. Date Apr 69 132p.
Tod, Robert J. N., Ed.
Disturbed Children. Longmans' Papers on Residential Work.
EDRS not available
Humanities Press, Inc., 303 Park Avenue South, New York, New York 10010 ($2.00).

Descriptors: exceptional child services; emotionally disturbed; residential care; psychotherapy; delinquents; residential centers; therapeutic environment; psychotherapy; group living; adjustment (to environment); psychiatric services; communication (thought transfer); therapists; symbolic learning; individual needs; institutionalized (persons); child care; child welfare

Eleven reprints from British and American social work journals dated 1955 to 1966 consider care and treatment of disturbed children in residential centers. Areas discussed include therapeutic factors in group living, human relations in the institutional treatment of maladjusted and delinquent children, the natural history of detention, and feelings of children about being placed away from home. Also considered are therapeutic use of visiting in residential treatment, making adaptation to the needs of the individual child in a group, communicating with children, the process of symbolization among emotionally deprived children in a therapeutic school, runaway children from a residential setting, group therapeutic techniques for residential units, and the child care worker's view of psychiatric consultation in residential treatment. (RK)

ABSTRACT 10861

EC 01 0861 ED 014 185
Publ. Date 65
Long, Nicholas J., Ed., And Others
Conflict in the Classroom, the Education of Emotionally Disturbed Children.
EDRS not available
Wadsworth Publishing Company, Inc., Belmont, California 94002 ($4.50).

Descriptors: exceptional child education; emotionally disturbed; educational needs; psychotherapy; identification; discipline; behavior problems; children; class management; classroom techniques; clinical diagnosis; educational programs; educational research; educational theories; improvement; learning difficulties; remedial instruction; remedial programs; teaching techniques

Intended for teachers, this collection of 75 readings consists of eight chapters, each organized as a unit of study discussing a question about the diagnosis, treatment, and education of emotionally disturbed children. The editors' responses to individual articles reflect a psychoeducational approach. The question, how it feels to be emotionally disturbed, is illustrated by 22 excerpts from a variety of fictional works. Other questions to which selected readings respond are How can disturbed children be identified? What kinds of help are appropriate? What kinds of schools and programs are provided? How do you manage these children? How do you teach these children? How do we measure improvement and interpret failure? and How is research helping? The bibliography cites 159 items in addition to references following some individual readings. (MY)

ABSTRACT 10884

EC 01 0884 ED 014 161
Publ. Date May 66 70p.
Eldred, Donald M.
The Use of Programmed Instruction with Disturbed Students.
Vermont State Hospital, Waterbury
EDRS mf,hc

Descriptors: exceptional child research; programed instruction; emotionally disturbed; slow learners; underachievers; programed materials; children; adolescents; hospital schools; public schools; test results; high school students

A 3-year investigation was undertaken to determine the effects of programed instruction on children and adolescents. The 157 subjects were pupils from a state mental hospital school and slow learners and underachievers in one parochial and two public high schools. Although not available for all subjects, results of the Rorschach Test, the Gittinger Personality Assessment System, and psychiatric ratings were used. None of the objective measures revealed any significant differences between the control and the experimental groups. Possible reasons for lack of significant data are discussed and recommendations and precautions for future research studies are made. Thirty pages of administrator, teacher, and student comments and evaluations are presented. The appendix includes general instructions for the use of programed instruction, an annotated listing of 20 programed materials, and a 74-item bibliography. (JA)

ABSTRACT 10891

EC 01 0891 ED N.A.
Publ. Date 66 128p.
Knoblock, Peter, Ed.
Intervention Approaches in Educating Emotionally Disturbed Children. Proceedings of The Annual Conference on the Education of Emotionally Disturbed Children (2nd, Syracuse, New York, 1965).
Syracuse University, New York, Division Of Special Education And Rehabilitation
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($2.50).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; behavior change; autism; schizophrenia; psychotic children; teacher role; behavior problems; cooperative planning; school services; psychoeducational processes; reinforcement; milieu therapy; therapeutic environment; seminars; consultation programs; mental health programs; educational programs

Six conference papers consider what teachers and professionals can do with emotionally disturbed children. Carl Fenichel discusses psychoeducational approaches for seriously disturbed children in the classroom; Matthew J. Trippe describes past and future educational dimensions of emotional disturbance; and Richard J. Whelan interprets the relevance of behavior modification procedures for teachers of emotionally disturbed children. Also included are papers by Fritz Redl on the milieu approach to designing a therapeutic classroom environment for disturbed children; by Arthur A. Seagull and John L. Johnson on mental health consultation for teachers of the emotionally disturbed; and William C. Morse on programing for the disturbed child in public schools. (JD)

ABSTRACT 10892

EC 01 0892 ED 016 324
Publ. Date 64 37p.
Vocational Rehabilitation in a Residential Treatment Center. Devereux Fiftieth Anniversary Monograph Series.
Devereux Foundation, Devon, Pennsylvania
EDRS not available

Descriptors: exceptional child education; vocational education; mentally handicapped; emotionally disturbed; vocational rehabilitation; residential centers; rehabilitation programs; vocational counseling; job training; family role; educational programs; rehabilitation centers; vocational training centers; Devereux Schools

The demonstration project in vocational rehabilitation at the Devereux Schools which is described explored a full-scale program for the development of vocational skills and job placement for emotionally disturbed and mentally handicapped adolescents. The organization of the program, which included services of a multidisciplinary staff of professionals, is reviewed; the program content is explained in terms of initial and vocational and clinical evaluation, classroom instruction, counseling services, job training, transitional living, employment opportunities, and followup evaluations. The role of the family in the program and the future development and expansion of the program are discussed. (JK)

ABSTRACT 10906

EC 01 0906 ED 026 749
Publ. Date 67 484p.
Bettelheim, Bruno
The Empty Fortress; Infantile Autism and the Birth of the Self.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($9.95).

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; autism; child development; adjustment (to environment); early childhood; mother attitudes; learning theories; parent child relationship; personality development; fear; fantasy; personality theories; behavior patterns; psychopathology; insecurity; withdrawal tendencies (psychology); psychological needs; Orthogenic School; University of Chicago

The nature, origin, and treatment of infantile autism are explored with a consideration of the child's world of encounter and case histories. The beginning of life, called the region of shadows, is mentioned; and the world of the newborn, body language, mutuality, autonomy, the autistic anlage, and the right side of time are examined for the beginning of the self. Disturbed children are considered as strangers to life and the development of emotional disturbance is discussed in terms of a reason to act, the extinction of feeling, extreme situations, and in spontaneous reaction. In particular, the dynamics of autism, including the dialectics of hope, the decline of the self, and the human craving for order are presented. Case histories are given of three autistic children treated at the Orthogenic School at the University of Chicago: Laurie and Marcia, two mute girls; and Joey, a talking, mechanical boy. In persistence of a myth, reported cases of wolf children are discussed in terms of autism. Finally, the writings of other scientists and the author's own beliefs on the etiology, treatment, and nature of infantile autism are considered. Thirty-three illustrations and a 193-item bibliography are included. (DF)

ABSTRACT 11066

EC 01 1066 ED 025 056
Publ. Date 64 148p.
Morse, William C. And Others
Public School Classes for the Emotionally Handicapped: A Research Analysis.
Council For Exceptional Children, Washington, D. C.
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.50).

Descriptors: exceptional child research; emotionally disturbed; teaching methods; administration; public schools; special classes; classroom environment; clinic personnel (school); factor analysis; teaching methods; student participation; teacher participation; student characteristics; program evaluation; program descriptions; program design

The study identified themes running through special class programs for the emotionally handicapped, analyzed classroom procedures, and described the teachers' backgrounds, attitudes, and purposes and the students' perceptions of the programs. Initially, 117 public school programs for the emotionally handicapped were located and surveyed by mail; then 54 programs were selected for site visits. Areas surveyed were the origin and operation of the programs, general characteristics of pupils, and classroom conditions and operations. The following conclusions were drawn: pupils, teachers, and observers found positive change as a result of participation, and program types were shown related to changes; specific pattern and uniformity in approach were lacking; school personnel realized that their original program plans required extensive modification and that flexibility was needed; program types differed widely; programs maintained a school related focus; and clinical support and understanding were helpful. The major statistical findings and evaluation are provided. (BW)

ABSTRACT 11120

EC 01 1120 ED N.A.
Publ. Date May 66 187p.
Bailey, Roger And Others
Mental Health Facilities for Inpatient Adolescents.
Architectural Psychology Interdepartment Program, Salt Lake City, Utah
National Institute Of Mental Health, Bethesda, Maryland;
Utah University, Salt Lake City, Department Of Architecture;
Utah University, Salt Lake City, Department Of Psychology
EDRS not available
PH-43-65-1068

Descriptors: exceptional child research; emotionally disturbed; adolescents; institutional facilities; psychiatric hospitals; architectural programing; building design; educational facilities; special services; administration; personnel; site selection; admission criteria; educational programs; group living; occupational therapy; recreational programs; psychiatric services; design needs; regional programs; community services

Interviews with consultants and visits to institutions are analyzed to determine present practices and trends in treating adolescent mental patients. Information gathered concerns philosophy of treatment and program, the adolescent, and facilities. Three schemes for living areas and architectural character are considered, and suggestions are made and specifications offered for site, admitting and screening, administration and staff living areas, therapy areas, educational program and facilities, and ancillary and utility areas. Findings indicate that plans for facilities are dependent upon the staff-patient ratio and upon regional climactic and social problems, that adolescents require more space than adults; that facilities should be located convenient to the community they serve; and that they should be regarded as a residential school which also provides vocational education. Additional findings concern the ineffective nature of short term help, the need for a continuum of services and facilities within the community, and the use of additional and varied services to lessen the load placed on inpatient facilities. (JD)

ABSTRACT 11153

EC 01 1153 ED N.A.
Publ. Date Jul 66 168p.
Naumburg, Margaret
Dynamically Oriented Art Therapy: Its Principles and Practices.
EDRS not available

Grune And Stratton, 381 Park Avenue South, New York, New York 10016 ($17.50).

Descriptors: exceptional child education; emotionally disturbed; art; psychotherapy; personality; art expression; freehand drawing; emotional problems; psychiatry; mental illness; psychiatric services; alcoholism; physical health; emotional maladjustment; individual psychology; personality theories; case studies (education)

The procedure of art therapy is described and differentiated from occupational therapy and from other psychotherapeutic approaches. The author, a pioneer in the area of dynamically oriented art therapy, believes that every patient, whether child or adult, whether trained or untrained in art has a latent capacity to project his inner conflicts into visual form. Patient art frequently has diagnostic, as well as therapeutic, value. The use of symbols in art therapy, and of symbolic techniques in psychotherapy, are discussed. The history and development of art therapy is reviewed. Three case histories of emotionally disturbed women illustrate the use of art therapy in the treatment of ulcers, alcoholism, and severe depression. Numerous pictures by these patients are included. Art therapy, originally used only in the treatment of individual patients, is now being used as a supplementary technique in psychiatric group therapy. (JA)

ABSTRACT 11191

EC 01 1191 ED 027 680
Publ. Date Sep 68 80p.
Miller, Rozelle J. And Others
Educational Programming in Simulated Environments for Seriously Emotionally Handicapped Junior High School Students. Final Report.
Maryland State Department Of Education, Baltimore
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-0-8-070985-1794
BR-7-0985

Descriptors: exceptional child research; emotionally disturbed; teaching methods; junior high school students; simulated environment; regular class placement; behavior change; academic achievement; sex differences; behavior problems; resource teachers; simulation; group activities; social studies; interpersonal competence; staff role; role playing; teacher education; teacher role; behavior rating scales

A continuation of a 3-year elementary school study investigated the effectiveness of the various schedules of a simulated environments technique on emotionally handicapped junior high school adolescents. The 58 subjects, whose original evaluation had shown no evidence of neurophysiological dysfunction or subnormal intelligence, were randomly assigned to four schedules in regular classrooms for experimental and conventional treatment. The simulated environments technique consisted of teaching strategies and procedures which revolved around role playing and was implemented in the unit framework of the social studies. Significant differences were found in behavior improvement and in interpersonal relationships, personal effectiveness in a social situation, and problem solving favoring the long-term treatment (p less than .001). No signficant differences were found in academic achievement. Subjects with behavior patterns such as hyperactivity, perseveration, and a slower rate of learning needed a longer period of placement in a special class or resource room. Conclusions were that a differential program design might provide a better learning situation for emotionally handicapped students who exhibit characteristics of the minimally brain damaged, and that a continuum of services such as special classes, resource rooms, and special placement in the regular class should be provided. (Author/RP)

ABSTRACT 11192

EC 01 1192 ED 027 681
Publ. Date 68 68p.
Gloss, Garvin G.
Experimental Programs for Emotionally Handicapped Children in Ohio.
Ohio State Department Of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; state programs; administration; taxonomy; behavior problems; psychoeducational processes; behavior change; reinforcement; research reviews (publications); program development; demonstration programs; teaching methods; program descriptions; research needs; legislation; records (forms); program proposals; Ohio

Experimental approaches with emotionally disturbed children in day care programs in Ohio public schools are described. A consideration of problems of identification and classification presents Quay's three dimensions of behavior, conduct disorders, inadequacy or immaturity, and personality, and lists types of behavior found in each. Seven kinds of programs for disturbed children are charted with their goals and structure; the psychoeducational approach is discussed; and behavior modification is explained utilizing research reviews and examples. The historical development of Ohio's day classes and the growth of the program from 1961 to 1967 are presented. Also presented are the level, number of units, program description, and person to contact for the 20 demonstration projects in operation, procedures for initiating research and demonstration projects, suggestions for research, and a 90-item bibliography. Appendixes provide state board of education standards for special classes, individual services, and home instruction, and application forms. (RP)

ABSTRACT 11256

EC 01 1256 ED 026 800
Publ. Date Jun 67 100p.
Kenney, Helen J. And Others
Improving the Education of Emotionally Disturbed Adolescents through Educational Programming in Terms of Curriculum and Methods. Final Report.
McLean Hospital, Belmont, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-1-6-062315-1586
BR-6-2315

Descriptors: exceptional child research; emotionally disturbed; cognitive processes; curriculum; teaching methods; adolescents; testing; creativity; student evaluation; learning characteristics; unit plan; English; history; instructional materials; perception; visual perception; pictorial stimuli; case records; abstraction levels; audiovisual instruction; language ability

A project to design and evaluate instructional techniques to be used with emotionally disturbed adolescents compared two groups of emotionally disturbed adolescents with normal high school students. Objectives were to evaluate experimental curriculum units and to obtain data to determine to what extent learning difficulties characterize emotionally disturbed adolescents in particular or what extent they are characteristic of adolescent learning problems in general. One cognitive style dimension investigated was reflection-impulsivity, or a student's disposition to reflect in a problem situation as opposed to an impulsive unconsidered response. The emotionally disturbed students showed a higher degree of impulsivity on one of the two standardized measures used compared to a group of normal controls (p equals .05). On tests of creativity there were no statistically significant differences between the two groups. Disturbed students showed a greater relationship between creativity and reflection on verbal measures and between creativity and impulsivity on visual measures. Language problems were found to be semantic, not syntactical. Various curriculum units combining visual and verbal materials, and specific intellectual skills training were helpful in improving cognitive functioning. (Author/RP)

ABSTRACT 11273

EC 01 1273 ED N.A.
Publ. Date 65 329p.
Despert, J. Louise
The Emotionally Disturbed Child--Then and Now.
EDRS not available
Robert Brunner, Inc., 80 East 11th Street, New York, New York 10003 ($6.00).

Descriptors: exceptional child education; emotionally disturbed; child development; family (sociological unit); case studies (education); autism; emotional

maladjustment; family relationship; parent role; social values; speech; language development; self concept; self actualization; historical reviews; psychiatry; attitudes

A historical review of attitudes toward children reveals emotional disturbances in biblical to recent times. concept of the emotionally healthy (normal) child is considered; aspects of speech, language, and ego development are traced from birth to age 18. The emotionally disturbed child is discussed, and autistic characteristics and other emotional disturbances are described for the following ages: 1 year to 3 years, 3 to 6, 6 to 12, and 12 to 18 years. A survey of family relationships, parent roles, and values currently held by society is presented. Case studies appear throughout the book, and 11 pages of notes and references are appended. (DP)

ABSTRACT 11277

EC 01 1277 ED 023 211
Publ. Date 67 479p.
Cowen, Emory L., Ed., And Others
Emergent Approaches to Mental Health Problems. The Century Psychology Series.
EDRS mf
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($9.00).
Impetus For The Publication Largely From Conference On Emergent Approaches To Mental Health Problems (June 17-19, 1965).

Descriptors: exceptional child education; emotionally disturbed; personnel; community programs; psychotherapy; behavior theories; culturally disadvantaged; educational therapy; psychoeducational processes; mental health programs; school community programs; manpower development; manpower utilization; counselor training; project training methods; prevention

Innovative approaches to mental health problems are described. Conceptualizations about the following areas are outlined: psychiatry, the universe, and the community; theoretical malaise and community mental health; the relation of conceptual models to manpower needs; and mental health manpower and institutional change. Community programs and new sources of manpower are considered in terms of college students as companions to the mentally ill, pilot training projects for mental health counselors, new manpower for mental hospital service, training of human service aides, a neighborhood based mental health approach, psychological care for the poor, and a small community's mental health consultation program. New approaches in the schools include preventive aspects of school experience, prevention in the classroom through a behavioral sciences teaching program, enhancing a teacher's mental health function, history and evaluation of the St. Louis School Mental Health Project, a project's strategies in mental health consultation, early identification and prevention of emotional disturbance in a public school, project Re-ED (educational intervention in discordant child rearing systems), and a school district's program for schizophrenic, organic, and seriously disturbed children. Directions are indicated for future work. A bibliography cites 167 items. (SN)

ABSTRACT 11288

EC 01 1288 ED 022 306
Publ. Date 66 511p.
Redl, Fritz
When We Deal with Children; Selected Writings.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($8.95).

Descriptors: exceptional child education; delinquency; emotionally disturbed; psychotherapy; environmental influences; behavior problems; behavior change; reactive behavior; group dynamics; delinquent rehabilitation; self concept; leadership; discipline; sex education; group therapy; adolescents; children

Espousing an interdisciplinary approach, the book contains selected writings, lectures, and speeches concerning clinical work with disturbed children and adolescents in institutional settings. Editorial comment introduces each of the following sections: a survey of the current status of the children's field both clinically and educationally; a challenge to concepts and theories relating to the life-space interview, milieu therapy, improvement expectations, ego disturbances and support, and psychoanalysis and education; and a review of group therapy, including group emotion, leadership, contagion, shock effect, resistance to therapy, gang formation, group composition, discipline in classroom practice, and psychoanalysis and group therapy. Also included are advice to staff on relationship to children in observation of a group, interference versus noninterference in different situations, punishment, and handling of sex incidents and anger; and general comments on preadolescent, defiant, hyperaggressive, delinquent, and disadvantaged youth, as well as on camp life and sex education. Examples and recommendations are interspersed throughout the book and a list is provided of the author's publications from 1931 to 1965. (MK)

ABSTRACT 11355

EC 01 1355 ED N.A.
publ. Date 65 76p.
Weston, P. T. B., Ed.
Some Approaches to Teaching Autistic Children; A Collection of Papers.
National Society For Autistic Children, Mill Hill, London
EDRS not available
Pergamon Press Ltd., Headington Hill Hall, Oxford, 4-5 Fitzroy Square, London, W. 1 (7/6d).

Descriptors: exceptional child education; autism; emotionally disturbed; case studies (education); special schools; teaching methods; staff role; day care services; individual characteristics; identification; parent participation; educational programs; perceptually handicapped; aphasia; language handicapped; etiology; Great Britain

Helene Arnstein presents an approach to the severely disturbed child; Margaret Lovatt describes autistic children in a day nursery; and P. Mittler relates work done at Smith Hospital Henley-on-Thames, on the education of psychotic children. Also provided are papers on the following: an education program for psychotic children, by G.D. Clark; a preliminary evaluation of nonlearning children, by A. Singer and R.H. Nichols; aphasic children in a school for the deaf, by a head teacher of a school for deaf preschoolers; a school for autistic children, by Sybil Elgar; and medical aspects of the education of psychotic (autistic) children, by Michael Rutter. (JD)

ABSTRACT 11383

EC 01 1383 ED N.A.
Publ. Date 64 186p.
Axline, Virginia M.
Dibs: In Search of Self; Personality Development in Play Therapy.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($3.75).

Descriptors: exceptional child services; psychotherapy; case studies (education); emotionally disturbed; parent child relationship; parent attitudes; play therapy; individual characteristics; individual development; personal growth

This case history reports the psychological development of Dibs, a 5-year-old boy, over a 4-month period involving 17 weekly 1-hour sessions of play therapy. The child's progress from an emotionally disturbed state is detailed; his continued well being and giftedness after therapy is outlined; and his previously untestable IQ is given as 168. Also, improvement of his parents' mental hygiene upon his effective treatment is described. Essentially verbatim reports are given of the dialogues between Dibs or his mother and his therapist. (LE)

ABSTRACT 11558

EC 01 1558 ED N.A.
Publ. Date 65 102p.
Castricone, Nicholas R.; Gallien, John J.
A Focus on Maladjusted Children; Proceedings of the Virginia Federation Council for Exceptional Children (8th, Lynchburg, Virginia, May 7-8, 1965).
University Of Virginia Council For Exceptional Children, Charlottesville
Nemours Foundation, Wilmington, Delaware
EDRS not available
Council For Exceptional Children, Chapter 383, Department Of Special Education, University Of Virginia, Charlottesville, Virginia 22903 ($2.50).

Descriptors: exceptional child education; emotionally disturbed; program planning; teaching methods; educational

needs; emotional maladjustment; socially maladjusted; educational programs; school role; teacher education; self concept; culturally disadvantaged; citizenship; teacher role; teacher qualifications

The proceedings consider the following: the National Education Association, by Lois V. Edinger; developing methods of helping the troubled child in the school setting, by Ruth G. Newman; current educational programs for emotionally disturbed children, by Matthew J. Trippe; management of discipline problems, by Fritz Redl; preparing to teach the emotionally disturbed child, by William C. Morse; and implications of cultural deprivation and self concept for school and citizenship, by William C. Kvaravaceus. A conference program and summary are provided. (JD)

ABSTRACT 11675

EC 01 1675 ED 030 231
Publ. Date 69 288p.
Leedy, Jack J., Ed.
Poetry Therapy; The Use of Poetry in the Treatment of Emotional Disorders.
EDRS not available
J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105 ($7.00).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; poetry; bibliotherapy; biblical literature; language rhythm; emotional maladjustment; adolescents; schizophrenia; mental health clinics; group therapy; mental illness; institutionalized (persons); self help programs

Twenty-two papers by different authors consider poetry therapy as treatment for persons with emotional disorders. Its use with the following is described: a psychotic patient, hospitalized schizophrenics, psychoneurotics in a mental health center, and disturbed adolescents. Also discussed are poetry as therapy and as a therapeutic art, principles of poetry therapy, the validation of poetry as a group therapy technique, and poetry as communication in psychotherapy. The use of poetry in individual psychotherapy and in a private mental hospital is described, as is poetry therapy in a self help group, in a specialized school for the disturbed, and in a counseling center. Further topics include poetry as a way to fuller awareness, metamessages and self discovery, the Psalms as psychological and allegorical poems, the universal language of rhythm, the patient's sense of the poem, and a curriculum proposal for training poetry therapists. A tribute to Eli Greifer, a pioneer in therapeutic poetry, is included, as is an appendix listing poems suitable for use in poetry therapy. (LE)

ABSTRACT 11692

EC 01 1692 ED 030 247
Publ. Date 15 Sep 68 482p.
Ferster, C. B.
Treatment and Education of Autistic Children; Combined Application of Clinical and Laboratory Methods. Final Report.
Institute For Behavioral Research, Silver Spring, Maryland
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-32-30-7515-5024
BR-5-0402

Descriptors: exceptional child research; autism; emotionally disturbed; operant conditioning; residential schools; reinforcement; behavior change; student evaluation; training techniques; therapeutic environment; case studies (education); early childhood; teaching methods; environmental influences; clinical diagnosis; staff improvement; programed instruction; professional education; inservice education

The report describes a 3-year project which utilized the techniques of experimental psychology and the principles of operant conditioning to gain in the understanding and treatment of autistic and schizophrenic children. Included are discussions of the autistic child, the project itself, arbitrary and natural reinforcement, the setting and therapeutic procedures, and training procedures and materials used in the clinical training program for staff. Courses in teaching principles of reinforcement and in principles of behavior, both by Fred S. Keller, are provided. The classification and description of the autistic child's behavior are considered; and a clinical, experimental, and behavioral description of a single child is provided. School room experiments are considered, and a clinical description is given of the population included in the study along with an evaluation of the changes in the children in the program. (JD)

ABSTRACT 11697

EC 01 1697 ED 030 252
Publ. Date 68 271p.
Mahler, Margaret S.
On Human Symbiosis and the Vicissitudes of Individuation. Infantile Phychosis, Volume 1.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($7.00).

Descriptors: exceptional child services; emotionally disturbed; psychotic children; autism; psychotherapy; case studies (education); behavior problems; parent child relationship; etiology; psychopathology; personality development; personality problems; mothers; parent participation; personality theories

The concepts of symbiosis and separation-individuation are explained, and the symbiosis theory of infantile psychosis is presented. Diagnostic considerations and clinical cases of child psychosis are reviewed; prototypes of mother-child interaction are described; and therapy is discussed. A summary of the symbiosis theory and a bibliography of more than 400 items are provided. (JD)

ABSTRACT 11872

EC 01 1872 ED N.A.
Publ. Date 60 209p.
Berkowitz, Pearl H.; Rothman, Esther P.
The Disturbed Child; Recognition and Psychoeducational Therapy in the Classroom.
EDRS not available
New York University Press, 32 Washington Place, New York, New York 10003 ($4.00).

Descriptors: exceptional child education; emotionally disturbed; identification; teaching methods; behavior; psychotic children; psychotherapy; schizophrenia; emotional maladjustment; psychological testing; art activities; individualized reading; psychosis; neurosis; neurotic children; socially deviant behavior; teacher role; student teacher relationship

The process of identifying the disturbed in the classroom and providing psychoeducational therapy is discussed; the role of the teacher in recognizing disturbed behavior and in making referrals is examined. Characteristics and methods of identifying various forms of disorganized behavior (including schizophrenia, organic malfunctioning, the neuroses, behavior maladjustments, sexual deviation, and the psychopathic personality) are described. Principles and techniques of therapeutic education and the teacher's application of those projective techniques are demonstrated. The value of a creative arts program which allows the child to externalize his emotions and achieve contact with his environment is noted, and a suitable curriculum with appropriate adaptations is provided. Transcripts of a classroom session are presented illustrating the principles and procedures offered in the book; case studies are also included. (SN)

ABSTRACT 11953

EC 01 1953 ED N.A.
Publ. Date 56 184p.
Grossman, Herbert
Teaching the Emotionally Disturbed; A Casebook.
EDRS not available
Holt, Rhinehart, And Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Descriptors: exceptional child education; emotionally disturbed; teaching methods; diagnostic teaching; behavior; case studies (education); psychoeducational processes; psychology; behavior theories; behavior change; student evaluation; interdisciplinary approach; student teacher relationship; educational diagnosis; secondary school students; elementary school students; institutionalized (persons)

A psychological approach is used to determine approriate techniques for educating the emotionally disturbed child. Three case studies are reported and the use of social histories, psychological reports, school reports, and other such material to determine educational approach is explained. Additional topics

covered are the dimensions along which disturbed students differ, the possible contributions of the interdisciplinary team, the establishment of a beneficial teacher-pupil relationship, guidelines for selecting teaching techniques, and problems confronting the educator. A case study is introduced for the reader to interpret, and relevant questions for thought and discussion are supplied. (IM)

ABSTRACT 11981

EC 01 1981 ED 031 014
Publ. Date Jun 68 123p.
Mussman, M. C.
Prevention and Reduction of Emotional Disorder in Pupils; A Theory and Its Immediate Application to Practices in the Columbus, Ohio Public Schools.
Columbus Public Schools, Ohio, Division Of Special Services
Ohio Department Of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; program planning; prevention; educational needs; community responsibility; school responsibility; self concept; behavior problems; personality; emotional adjustment; positive reinforcement; remedial instruction; student placement; staff role; special services; identification; individual characteristics; negative reinforcement; parent school relationship; Columbus; Ohio

Intended to provide administrators with information valuable in planning school involvement with emotionally disturbed, the text present suggestions to a variety of questions on this subject. Questions on the nature and importance of the problem focus on emotional disorder, its relationship to behavior and achievement, and incidence, while questions on theoretical orientations concern the value of theories, adaptation and coping, and learning processes. Aspects of prevention and reduction considered are the worth of success experiences, the effects of high anxiety punishment, and proper placement and remedial teaching. Descriptions of critical issues include the influence and number of school personnel, the school role in prevention, teacher training, educational programing, parent change, special classes and services, school and community responsibility, program evaluation, and remission. Recommendations are made for program development. Appendixes include a description of project activities, a letter of confirmation, reports of field investigations, and advisory committee comments. (RJ)

ABSTRACT 11988

EC 01 1988 ED 031 020
Publ. Date 69 490p.
Harshman, Hardwick W., Ed.
Educating the Emotionally Disturbed; A Book of Readings.
EDRS not available
Thomas Y Crowell Company, 201 Park Avenue South, New York, New York 10003 ($5.50).

Descriptors: exceptional child education; emotionally disturbed; educational programs; teaching methods; teacher education; individual characteristics; instructional materials; student school relationship; special classes; special schools; residential schools; teacher qualifications; curriculum; identification; therapeutic environment; psychiatric hospitals; resource teachers; parent participation; community programs; case studies (education)

Selected readings treat education of the emotionally disturbed. Aspects considered include the problems the emotionally disturbed pose for the school (10 articles) and approaches to their education, including theory, day classes in regular schools, special schools, and residential centers (three, eight, five, and six articles respectively). Discussing classroom problems are two papers on curriculum and seven on techniques; eight papers describe preparing to teach the emotionally disturbed child. (JD)

ABSTRACT 11989

EC 01 1989 ED 031 021
Publ. Date May 69 263p.
Chess, Stella
An Introduction to Child Psychiatry.
EDRS not available
Grune & Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($6.75).

Descriptors: exceptional child services; psychotherapy; emotionally disturbed; behavior problems; clinical diagnosis; adolescents; learning disabilities; environmental influences; genetics; psychological evaluation; taxonomy; mentally handicapped; minimally brain injured; neurotic children; psychotic children; drug therapy; residential care; physically handicapped; stress variables; special health problems

The role of child psychiatry is discussed, and the child is described as a developing organism. Genetic factors in behavior are considered as are the presenting problems. Methods treated involve taking the history, conducting the diagnostic interview, using special diagnostic procedures, and applying diagnostic classification. Problem areas dealt with include the following: mental retardation; behavioral disorders due to cerebral dysfunction; behavior and character disorders, neuroses, and associated symptoms; childhood schizophrenia and psychosis; specific learning disabilities; problems arising from special stress situations; and adolescent behavior problems. Also reviewed are treatment approaches, including psychotherapy and related treatments, drug therapy, and inpatient and outpatient treatment. (JD)

ABSTRACT 11994

EC 01 1994 ED 031 026
Publ. Date Dec 67 97p.
Hewett, Frank M. And Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School. Phase I-Elementary Level.
California University, Los Angeles, Graduate School Of Education;
Santa Monica Unified School District, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-7-062893-0377
BR-6-2893

Descriptors: exceptional child research; emotionally disturbed; behavior change; attention span; academic achievement; reinforcement; student evaluation; arithmetic; testing; teaching methods; program evaluation; rewards; behavior rating scales; class size; teacher aides; classroom design; scheduling; reading instruction; teacher role

To evaluate the effectiveness of an engineered classroom design, 54 educationally handicapped children were placed in six classrooms, each with a teacher and an aide. Each classroom was set up with three major centers: mastery-achievement, exploratory-social, and attention-response-order. Children were assigned tasks at centers in keeping with their individual problems and were awarded check marks every 15 minutes for behavior and work according to behavior modification principles. Achievement was tested three times over the year; daily task attention was recorded by two observers who clocked the number of seconds each child's eyes were on an assigned task during 5-minute samples taken five times daily. Children in the experimental classroom utilizing the engineered design enjoyed a 5 to 20% task attention advantage over children in the control classrooms not using the check mark system and all aspects of the design. Experimental classes which abruptly withdrew the design at mid-year showed no decrease in task attention, in fact they improved. While reading and spelling gains were not significantly different between experimental and control conditions, gains in arithmetic fundamentals were significantly correlated with the presence of the engineered design. (Author/RJ)

ABSTRACT 11995

EC 01 1995 ED 031 027
Publ. Date 69 261p.
Bower, Eli M.
Early Identification of Emotionally Handicapped Children in School, Second Edition. A Monograph in American Lectures in Psychology.
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($9.75).

Descriptors: exceptional child research; emotionally disturbed; identification; age differences; screening tests; prevention; research reviews (publications); teacher role; attendance; socioeconomic status; academic achievement; intelligence differences; self concept; sociometric techniques; student evaluation; followup studies; behavior rating scales; test interpretation; peer acceptance

Directed to teachers and other school personnel, the text presents screening procedures to aid in the early identification of the emotionally handicapped. The nature of preventive mental health, emotional handicap, and problems in early identification are considered; also considered are the direction and trends of past research. A study in early identification is then described in terms of its objectives and methods, its results and their implications for screening, and additional results and followup studies. The investigator's reactions to the study are related, ways in which the teachers can use the results in screening are detailed, and some positive and preventive outcomes are explained. A reference list cites 154 items; an appendix, which constitutes more than half of the volume, provides materials which are either excerpts from a manual and a technical report for school administrators and teachers or parts of an inschool screening kit. (JD)

ABSTRACT 12010

EC 01 2010 ED 010 265
Publ. Date 65 68p.
Deem, Michael A.; Porter, William R.
Development of a Program for the Re-Education and Rehabilitation of Emotionally Handicapped Male Adolescents within a Public School Setting.
Montgomery County Public Schools, Rockville, Maryland
Office Of Education (DHEW), Washington, D. C., Division Of Handicapped Children And Youth
EDRS mf,hc
OEG-32-30-0000-1025
BR-5-0968

Descriptors: exceptional child research; emotionally disturbed; program planning; student placement; educational guidance; behavior problems; demonstration projects; program evaluation; regular class placement; interdisciplinary approach; special classes

Major objectives of this demonstration project were to continue developing a prototype special class program for emotionally handicapped pupils (18 male adolescents), to devise methods of evaluation for the program, and to identify significant variables for further investigation and research. In planning the project, four problem areas had been isolated and the following methods of alleviating each had been proposed: develop a classroom program consistent with the learning characteristics of pupils in the program, involve a multidisciplinary team, provide for continuous supervision and support, and develop a program around a self contained unit fully integrated within a regular high school with continuous and increasing pupil integration. The last goal was attained more effectively than the others. However, the hope that gradual integration of pupils into regular classes would allow service to more pupils was not realized. Teachers expressed a need for more time, not more pupils. (JC)

ABSTRACT 20182

EC 02 0182 ED 031 850
Publ. Date 15 Mar 69 107p.
An Exemplary Program of Special Education for Handicapped Children and Demonstration Centers of Special Education. Evaluation: Project Adjustment, Title III, E.S.E.A.
Marion Community Unit School District 2, Illinois
EDRS mf,hc

Descriptors: exceptional child services; emotionally disturbed; program evaluation; psychoeducational clinics; special classes; case studies (education); identification; psychological evaluation; clinical diagnosis; inservice teacher education; recruitment; professional personnel; dropout prevention; communication (thought transfer); statistical data; demonstration centers; professional services; Project Adjustment

Ten objectives determined to meet the needs of emotionally disturbed children and incorporated into Project Adjustment are described and evaluated. Case studies, reports, graphs, and records illustrate the success or failure of the following objectives: provision of special education for more students; individual diagnosis and placement; inservice programs for local staffs; increased number of clinic staff; provision of professional staff on a countrywide basis; reduction of student drop-outs; development of a system of communications for the demonstration center; development of procedures for adequate screening; provision of a demonstration for the southern area of the state; and provision of a special demonstration class of maladjusted children at Southern Illinois University. (RJ)

ABSTRACT 20188

EC 02 0188 ED 031 856
Publ. Date Apr 68 50p.
Behavior Disorders.
Council For Exceptional Children, Washington, D. C.
EDRS mf
From CEC Selected Convention Papers From The Annual International Convention (46th, New York City, April 14-20, 1968).

Descriptors: exceptional child research; emotionally disturbed; conference reports; delinquency; behavior change; reinforcement; counseling; preschool programs; self concept; aggression; abstracts

Selected papers on behavioral disorders include the following: aggression as an indicator for rehabilitative efforts by Herbert Grossman; the evaluation of differential low rate conditioning procedures on destructive behavior by Christine Walken; a modification for nondirective therapy by Robert V. Turner; Piaget, Skinner and a comprehensive preschool program for lower class children and their mothers by Norma Radin; techniques for behavior management by Roger Kroth; problems in self-concept research by Lee Joiner, Edsel Erikson and Richard Towne; and psychodynamic management procedures by Henry Fishel. Abstracts of articles treat these subjects: educational problems and issues for the juvenile offender by Garland Wollard; special education for addicted students by Herbert Rusalem; research on characteristics of teachers by John Mesinger; a report of desensitization and tutoring therapy by Daryll Bauer. This unit of reports is available in microfiche. (WW)

ABSTRACT 20229

EC 02 0229 ED N.A.
Publ. Date 61 563p.
Eissler, Ruth S. And Others
The Psychoanalytic Study of the Child. Volume XVI.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($10.00).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; child development; personality; preschool children; blind; personality problems; psychopathology; adolescence; verbal communication; institutionalized (persons); sensory experience; twins; parent child relationship; self concept; neurologically handicapped; orthopedically handicapped; autism; emotional problems; medical case histories

Contributions to psychoanalytic theory consider the psychological processes operating during pregnancy and the earliest mother-child relationship; processes involved in symbol formation derived from the relationship between perception and reality testing; and the equilibrium between libido and aggression producing either structural synthesis or fragmentation. Aspects of normal and pathological development discussed include the development of the blind, the development and disturbances of integration in childhood, the role of verbalization in early childhood, the influence of deprivation in institutionalized infants, the remodeling of psychic structures in adolescence as illustrated by adolescent moods, and the incidence of grief and mourning in infancy and early childhood. Clinical contributions cover screen sensations, transference resistance in prepuberty, the treatment of autistic childhood psychosis, simultaneous analysis of identical twins and the twinning reaction, problems in twins, and depression. Additional clinical papers report on sadness and grief in infancy and childhood, treatment of a blind child, leg amputation in a 4-year-old, behavior disorder and ego development in a brain injured child, the dread of abandonment, regression and restitution in object loss, emotional aftermath of a congenital bilateral cataract operation in a 6-year-old, loss of reactions in a 7-year-old, mourning and the birth of a defective child, and termination of treatment as a loss. (IM)

ABSTRACT 20292

EC 02 0292 ED N.A.
Publ. Date 66 295p.
Berlin, I. N., Ed.; Szurek, S. A., Ed.

Learning and Its Disorders; The Langley Porter Child Psychiatry Series: Clinical Approaches to Problems of Childhood, Volume 1.
EDRS not available
Science And Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306.

Descriptors: exceptional child education; special classes; emotionally disturbed; early childhood; creativity; teacher role; parent child relationship; teacher education; mental health; psychiatric services; teaching methods; sexuality; delinquency; delinquent rehabilitation; case studies (education); program evaluation; psychotherapy; interdisciplinary approach; professional personnel; staff role

Intended for professional persons dealing with emotionally disturbed children who have clinical problems, a series of papers are presented concerning the following: learning and the distortion of learning in early childhood; the role of the teacher and his problems; the role of psychiatry in the community and in the schools; antisocial behavior as failure and distortion of the learning process; and therapeutic efforts in learning disturbances. Also included is a discussion of the use of learning theory as a therapeutic tool in a school anti-delinquency project. (EB)

ABSTRACT 20416

EC 02 0416 ED N.A.
Publ. Date Mar 68 61p.
Samler, Esther F. And Others
Proposal: A School for Emotionally Handicapped Adolescents.
Montgomery County Public Schools, Rockville, Maryland
EDRS not available
Montgomery County Public Schools, 850 North Washington Street, Rockville, Maryland 20850.

Descriptors: exceptional child education; emotionally disturbed; adolescents; educational needs; program planning; special schools, educational facilities; program proposals; estimated costs; individual instruction; individualized programs; instructional staff; controlled environment; therapeutic environment

A proposed special school to institute services and programs of a prototype nature which will complement existing school services for emotionally handicapped adolescents is described. Program emphasis is on learning and includes the mastery of school skills, the development of social skills, the achievement of self-organization, and self-direction toward specific individual goals. Plans for utilizing a variety of instructional media, developing specialized staff resources, and referring children for admission are detailed. A description of the school facility, serving 250 pupils from grades 6 through 12 and organized as three schools to serve pupils in developmental levels, includes proposed designs of 10 major areas which provide inherent structural controls to prevent conflict producing interaction among pupils. Charts and descriptions accompany each area. Appendixes summarize educational diagnosis and the recommendations for the special school, with special classes and services in secondary schools for the less seriously involved and a pilot program for emotionally disturbed mentally retarded adolescents. (LE)

ABSTRACT 20499

EC 02 0499 ED N.A.
Publ. Date 69 141p.
Knoblock, Peter, Ed.; Johnson, John L., Ed.
The Teaching-Learning Process in Educating Emotionally Disturbed Children.
Syracuse University, New York, Division Of Special Education And Rehabilitation
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($3.00).

Descriptors: exceptional child education; emotionally disturbed; hyperactivity; student teacher relationship; teaching methods; student evaluation; classroom research; educational diagnosis; mathematics

The following articles on the emotionally disturbed are presented: an approach to the study of teaching by Edmund Amidon; comments on an approach to the study of teaching by David Hunt; approaches to evaluation by Maynard Reynolds; a research program in a public school setting by Rhoda Fisher; the needs and curriculum for hyperactive children by William Cruickshank; and comments on hyperactive children by Gayle Beck. Additional comments on hyperactive children are presented by Sheldon Cohen, while additional topics consider functional diagnostic dimensions and their application in the education of disturbed children by Ralph Rabinovitch, and diagnosis and treatment in mathematics--its progress, problems and potential role in educating emotionally disturbed children and youth by John Wilson. (LL)

ABSTRACT 20839

EC 02 0839 ED 032 707
Publ. Date Nov 69 63p.
Lederman, Janet
Anger and the Rocking Chair.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($4.95).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; student teacher relationship; case studies (education); self concept; self actualization; parent child relationship; hostility; behavior change; catharsis

A combination of photographs and commentary, the book illustrates the methods of a teacher of disturbed children. Background information is provided for some children; their comments and the responses of the teacher combine to demonstrate student-teacher interaction and to indicate ways of fostering self development. (RJ)

ABSTRACT 20901

EC 02 0901 ED 020 588
Publ. Date 67 300p.
Szurek, S. A., Ed.; Berlin, I. N., Ed.
Training in Therapeutic Work with Children. Clinical Approaches to Problems of Childhood, Volume 2. Langley Porter Child Psychiatry Series.
EDRS not available
Science And Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306 ($6.75).

Descriptors: exceptional child services; psychotherapy; professional education; emotionally disturbed; antisocial behavior; schizophrenia; psychiatrists; psychiatric services; psychiatry; etiology; mental health; mental illness; psychosis; delinquency; parent child relationship; social work; therapists; professional training; mental retardation; medical treatment; mental health clinics; administration; supervision; child development; personality development; parent participation;

The collection contains lectures and papers by various authors dealing with child psychology. Consideration of child psychiatry includes definition, personality development, factors in children's psychiatric disorders, clinical syndromes, childhood psychoses, and principles of psychotherapy. An overview of a philosophy of psychotherapy in child psychiatry is provided which treats procedures, problems, and experiences with psychopharmacologic drugs and presents a survey of child psychiatry. Also covered is the simultaneous psychotherapy of child and parents (both collaborative and parent therapy), with special attention given to the etiology of antisocial behavior in delinquents and psychopaths and to the elements of psychotherapeutics with the schizophrenic child and his parents. The section on developing a philosophy of training in child psychiatry focuses on outpatient clinics, training programs (including those in mental retardation), the supervisory process, teaching administration, and social work participation. Reference lists follow the individual chapters or selections. (TE)

ABSTRACT 20945

EC 02 0945 ED 033 486
Publ. Date 69 374p.
Axline, Virginia M.
Play Therapy.
EDRS not available
Department CS, Ballantine Books, 101 Fifth Avenue, New York, N. Y. 10003 ($1.25).

Descriptors: exceptional child education; emotionally disturbed; play therapy; psychotherapy; behavior problems; communication (thought transfer); therapists; self concept; case studies (education); group dynamics; family relationship; adjustment problems; permissive

environment; maladjustment; individual development; student teacher relationship

An introduction to children with emotional problems is followed by discussions of the non-directive play therapy situation and participants: the playroom and suggested materials, the child, the therapist, and the parent or parent-substitute as an indirect participant. The eight basic principles of non-directive therapy are considered along with problems in establishing rapport, accepting the child completely, establishing a feeling of permissiveness, recognizing and reflecting feelings, maintaining respect for the child, allowing the child to lead the way, not hurrying therapy, and knowing the value of limitations. Implications for education mentioned are practical schoolroom application of non-directive methods and application to parent-teacher relationships and to teacher-administrator relationships. Annotated therapy records from cases of children aged 4 to 12 years are presented. (LE)

ABSTRACT 20963

EC 02 0963 ED 033 503
Publ. Date 26 May 69 273p.
McDougall, Joyce; Lebovici, Serge
Dialogue With Sammy.
EDRS not available
International Universities Press, 239 Park Avenue South, New York, New York 10003 ($7.50).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; case studies (education); parent child relationship; anxiety; hostility; fear; sexuality

A psychoanalytic case study of an emotionally disturbed boy, the book presents verbatim reports of conversations between the child and therapist which took place for the better part of a year. The therapist's interpretations of the dialogue are included. A selection from the analysis of the boy's mother and follow-up notes on the son are also presented. (RJ)

ABSTRACT 20967

EC 02 0967 ED 033 507
Publ. Date 69 240p.
Trieschman, Albert E. And Others
The Other 23 Hours.
EDRS not available
Aldine Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($7.00).

Descriptors: exceptional child services; emotionally disturbed; residential centers; therapeutic environment; interpersonal relationship; behavior patterns; observation; activities; case records; child care workers; behavior change

Nine papers by Albert E. Trieschman, Larry K. Brendtro, and James K. Whittaker consider management of emotionally disturbed children in residential centers. Topics treated include understanding the nature of a therapeutic milieu, establishing relationship beachheads, understanding the stages of a typical temper tantrum, observing and recording children's behavior, and avoiding some of the roadblocks to therapeutic management. In addition, suggestions are made for program activities and for managing wake-up, mealtime, and bedtime behavior. (JD)

ABSTRACT 20984

EC 02 0984 ED 033 524
Publ. Date 65 336p.
Abt, Lawrence Edwin, Ed.; Weissman, Stuart L.
Acting out; Theoretical and Clinical Aspects.
EDRS not available
Grune And Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($12.75).

Descriptors: exceptional child education; emotionally disturbed; behavior problems; psychotherapy; clinical diagnosis; suicide; family counseling; group therapy; delinquency; drug addiction; psychosomatic diseases; sexuality; adolescents; adults; intelligence tests; personality tests; alcoholism

The beneficial and harmful effects of acting out are studied in a series of short essays by numerous authors. Included are four articles on the theoretical and dynamic considerations of acting out, along with five clinical manifestations of acting out involving suicide and criminality in adolescents and adults. Special forms of harmful acting out including drug addiction, alcoholism, psychosomatic illness, obesity, learning inhibition, and homosexuality are presented. Group therapy and the management of acting out problems in adolescents and adults are discussed as aids to mental hygiene. The beneficial aspects of predicting acting out by tests, such as the Wechsler Scales, the Rorschach, the Thematic Apperception Test, projective drawings, and the Bender Gestalt are included. (JM)

ABSTRACT 21198

EC 02 1198 ED 026 292
Publ. Date (66) 93p.
Edelmann, Anne M.
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association Of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania
Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System

A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the disadvantaged. Advantaged and disadvantaged schools were selected; one of each was a control school while the other six were experimental schools. Involved were 59 teachers and over 2,000 children. Six mental health consultants, assigned one to each experimental school, met with the same group of teachers weekly and were available for individual conferences. Pre- and postquestionnaires were administered to every teacher and child in the eight schools. Each consultant kept a log of the 15 weekly sessions, consultations, and classroom visits. Results indicated that in the control schools, where there were no consultants, only negative behavioral and attitudinal changes occurred, and that to the extent that consultants and teachers together clearly defined the goals of their meetings, there were positive changes in teacher and student behavior. Included are 26 recommendations and the questionnaires used. (Author/SG)

ABSTRACT 21484

EC 02 1484 ED 034 362
Publ. Date 69 556p.
Eissler, Ruth S. And Others
The Psychoanalytic Study of the Child, Volume XXIV.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($12.00).

Descriptors: exceptional child education; emotionally disturbed; psychological patterns; psychopathology; drug abuse; creativity; self concept; early childhood; psychiatry; case studies (education); fear; anxiety; psychotherapy; psychotic children; sexuality; verbal communication; poetry

Articles on psychoanalytic theory concern libidinal object constancy and mental representation, the unrememberable and unforgettable (repression), and the motive, meaning, and causality of anthropomorphism. Discussions of normal and pathological development include the following: levels of verbal communication in the schizophrenic child, a review of a film dealing with 9 days in a residential nursery, the fetish and the transitional object, the imaginary companion, dreams as visual superego forerunners, the vicissitude of childish omnipotence, the psychology of artistic creativity, ambiguous wording in relation to a toilet phobia, and the development of a psychic apparatus. Clinical

studies are concerned with borderline states, diagnosis of paranoia, analysis in relation to developmental stages, drug use in adolescents, and effects of parent death. Studies of the applications of analysis are presented on criminal law in riot control and the relationship of creative activity and intrapsychic functioning in the poetry of Keats. (JM)

ABSTRACT 21655

EC 02 1655 ED N.A.
Publ. Date 64 283p.
Bergler, Edmund
Parents Not Guilty of Their Children's Neuroses.
EDRS not available
Liveright Publishing Corporation, 386 Park Avenue South, New York, New York 10016 ($6.95).

Descriptors: neurosis; parent responsibility; parent role; parent child relationship; parent counseling; psychotherapy; neurotic children; child rearing; fear; child development; maladjustment; case studies; anxiety; psychological characteristics; psychological patterns; emotionally disturbed; hostility; marital instability; sexuality

Parent fears of making mistakes in child rearing and the unjustness of these fears are explored, and the infant is discussed in terms of inborn problems and reality as the baby sees it. The role of the child's unconscious in accepting parental teaching, the power and limits of love and understanding as the approach to child rearing, and the differences between mental health and neurosis are considered. Twenty cases are examined for signs of parent influence in the development of neurosis. Parent expectations and the real child and the neurotic child's way of solving inner conflict are discussed, and parental guilt and fear of children are described. (RJ)

ABSTRACT 21761

EC 02 1761 ED 035 140
Publ. Date 67 89p.
Hamblin, Robert L.; Buckholdt, David
Structured Exchanges and Childhood Learning: Hyperaggressive Children. Program Activity 12.
Central Midwestern Regional Educational Laboratory, Inc., St. Ann, Missouri
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; reinforcement; aggression; behavior change; rewards; motivation; social reinforcement; negative reinforcement; positive reinforcement; reinforcers; behavior theories; teaching methods; behavior problems; hyperactivity; habit formation; controlled environment; therapeutic environment; case studies (education); operant conditioning

Recognizing that punishment for aggression often is noneffective or inadvertently reinforces the aggressive act, the authors discuss an alternative approach and provide an explanation of the exchange theory of aggression. Three classroom experiments, operated with children chosen as the most severe behavior problems in a local school system, are reported. Teachers were initially allowed to teach as they usually would to provide baseline data. Observational reports showed chaotic classrooms with the teachers rewarding aggressive behavior. Token exchange systems were introduced according to the needs of the classroom. Anecdotal records and tables of data showed substantial reduction of hyperactive behavior and destructive acts with a resulting significant increase in attention level and class cooperation. Reversals of the conditions with the return to the baseline, no token exchange environment, showed a return to the original aggressive behavior, however, when the token exchange system for cooperation was reinstated, a significant decrease of aggressive acts resulting in a more productive learning environment was noted. Case studies detail the effects of the exchange system on two pupils and show the effect of restructuring the rewards in token exchange programs which were not immediately effective. (WW)

ABSTRACT 21772

EC 02 1772 ED 035 151
Publ. Date 69 249p.
Easson, William M.
The Severely Disturbed Adolescent; Inpatient, Residential, and Hospital Treatment.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($6.50).

Descriptors: exceptional child services; emotionally disturbed; residential care; psychotherapy; adolescents; neurotic children; drug therapy; staff role; emotional problems; family relationship; emotional adjustment; psychosis; emotional development

The text is an attempt to clarify specific indications for hospital treatment and to highlight the type of adolescent disturbance that might be helped in an inpatient therapeutic environment. Chapters discuss the prescription of residential treatment, the therapeutic facilities of a residential unit for disturbed adolescents, the continued diagnostic process in residential treatment, the principles of residential treatment, and the prescription of psychotherapy for the disturbed adolescent. Also discussed are the use of medication, the neurotic adolescent in the inpatient setting, ego defects and developmental arrest, severe conscience defects, the psychotic adolescent, and the goals and results of residential treatment. (RJ)

ABSTRACT 21942

EC 02 1942 ED 036 921
Publ. Date 69 118p.
Summary and Evaluation of the Regional Educational Diagnostic Treatment Center 1966-1969.
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; emotionally disturbed; clinical diagnosis; intervention; psychoeducational processes; educational therapy; diagnostic teaching; behavior change; academic achievement; individual characteristics; play therapy; parent participation; counseling; adjustment (to environment); school services; interdisciplinary appraoch; behavior rating scales; consultants; Elementary and Secondary Education Act Title III Project

A diagnostic treatment center for learning disabilities and emotional problems was developed to serve six school systems. Evaluation by the multidisciplinary staff covered behavior, family background, health, and intellectual, perceptual motor, emotional, and educational functioning. Treatment plans, developed by the team which subsequently met with the school personnel, involved the child in play, and educational or behavioral therapy on an individual or group basis. Treatment also altered the child's environment by providing family therapy and parent counseling, mothers' groups, school or parent conferences, or staff consultants to work with school personnel. Consensual judgment of change (by parents, schools, and staff) in school work, and in educational and behavioral functioning indicated mild improvement in 60.9% of the cases and marked improvement in 16.2%, with girls showing more improvement (p less than .01). Appendixes provide ranking scales and client classification and other forms and describe treatments. Descriptive data are given for a sample of 350 cases. (JD)

ABSTRACT 21956

EC 02 1956 ED 036 935
Publ. Date 69 28p.
Bower, Eli M. And Others
Project Re-ED: New Concepts for Helping Emotionally Disturbed Children.
George Peabody College For Teachers, Nashville, Tennessee
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; residential schools; inservice teacher education; program evaluation; behavior change; academic achievement; adjustment (to environment); self concept; interpersonal relationship; counseling; counselors; program development; counseling instructional programs; Project Re-ED

To meet the needs of emotionally disturbed children, a residential program was planned to provide re-education for such children and training for the teaching staff. A model school served 40 children, aged 6 through 12, in five groups, each having a team of two teacher counselors and a liaison teacher

backed by consultants. Teacher and parent ratings 18 months after discharge indicated moderate or great improvement for 80% of the children; additional ratings also indicated improvement. The project process, experience, cost, and manpower development program were considered as well. (JD)

ABSTRACT 21970

EC 02 1970 ED 036 949
Publ. Date Dec 69 214p.
Schiffer, Mortimer
The Therapeutic Play Group.
EDRS not available
Grune And Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($8.75).

Descriptors: exceptional child services; emotionally disturbed; play therapy; group therapy; staff role; therapists; behavior problems; aggression; group dynamics; case studies; group relations; communication (thought transfer); facility requirements; toys; psychotherapy; teamwork; inservice teacher education; teacher seminars; school services

A discussion of group play therapy includes chapters on the school as a setting for treating emotionally disturbed children and focuses on suggestions for group workers. A synopsis of the play group treatment process precedes a description of considerations in organizing groups and methods for working with the children. Recommendations are made for furnishings and equipment in the play room. Also mentioned are problems in diagnosis, symptomatic behavior, individual differences, treating unusual problems, and therapist influences. Clinical programs in schools, analysis of a play group in an elementary school, and a seminar in child psychology for teachers are discussed, and cases are cited throughout. (RJ)

ABSTRACT 21993

EC 02 1993 ED 036 006
Publ. Date 69 329p.
Furman, Robert A., Ed.; Katan, Anny, Ed.
The Therapeutic Nursery School; A Contribution To the Study and Treatment of Emotional Disburbances in Young Children.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003.

Descriptors: exceptional child education; emotionally disturbed; nursery schools; therapeutic environment; parent counseling; administrative policy; educational programs; preschool programs; parent role; parent child relationship; case studies; educational diagnosis; psychosomatic diseases; school role; followup studies

The educational program of the Hanna Perkins School for emotionally disturbed preschool children is described in terms of its physical plant, administrative policies concerning staff, selection of cases, and application procedures, and the general objectives and structure of the overall program. The treatment and techniques of interaction with both the child and the mother are presented, and specific case reports are provided. Psychosomatic disorders are examined in the areas of diagnostic assessment, case evaluations, and individual cases. The role of the nursery school is explored in terms of the following relationships: with those children who are in preparation of or undergoing direct treatment, and in relation to the total child (analytic program). An appendix includes statistical information regarding these subjects. (RD)

ABSTRACT 22348

EC 02 2348 ED N.A.
Publ. Date 70 272p.
Von Hilsheimer, George
How to Live with Your Special Child--A Handbook for Behavior Change.
EDRS not available
Acropolis Books, 2400 17th Street, N. W., Washington, D. C. 20009 ($7.50).

Descriptors: exceptional child education; emotionally disturbed; delinquents; behavior problems; behavior change; medical treatment; communication (thought transfer); tactual perception; perception; psychokinetics; Green Valley Residential School

The handbook presents techniques for behavior change in delinquent, emotionally disturbed, and non achieving adolescents. Written in a straightforward style, the text discusses physical and developmental needs, the importance of psychokinetics (including descriptions of a large number of exercises and contact suggestions), the integration of perception, motor communication, and words, reducing abstraction in language, learning and relearning, self awareness through talking, techniques for controlling symptoms, elimination of fears, and tactics in operant conditioning. Appendixes contain descriptions of the Green Valley institute, diagnostic categories, danger signs, materials sources, lesson plans, reading program descriptions, hints for volunteer workers, a test series, Green Valley medical procedures, and a history of Humanitas. (JM)

ABSTRACT 22384

EC 02 2384 ED N.A.
Publ. Date 66 115p.
Knoblock, Peter, Ed.
Educational Programming for Emotionally Disturbed Children: The Decade Ahead.
Syracuse University, New York, Division Of Special Education And Rehabilitation
EDRS not available
Division Of Special Education And Rehabilitation, Syracuse University, 805 South Crouse Avenue, Syracuse, New York 13210 ($2.50).
Proceedings Of The First Annual Conference On The Education Of Emotionally Disturbed Children.

Descriptors: exceptional child education; emotionally disturbed; disadvantaged youth; behavior patterns; educational programs; teaching methods; special classes; intervention; behavior change; environmental influences; anti social behavior; social environment; individual characteristics; program planning; student teacher relationship; classroom communication

Six papers consider the education of emotionally disturbed children. Louis M. Smith discusses the social psychological complexities of an urban classroom, and Edward J. Murray comments on Dr. Smith's paper. Also, William C. Morse presents intervention techniques for the classroom teacher of the emotionally disturbed; William C. Rhodes treats institutionalized displacement and the disturbing child; and Harry Krohn details the role of education in the rehabilitation of the emotionally disturbed child. Also included are a summary by William Morse and an inquiry by Rosalyn S. Cohen and others into variations of teacher-child communication and its implications for treatment of emotionally ill children. (JD)

ABSTRACT 22490

EC 02 2490 ED N.A.
Publ. Date 69 132p.
Nicklin, Helen I., Ed.; Scott, Dorothy H., Ed.
The Disabled Learner: Interdisciplinary Readings.
EDRS not available
Selected Academic Readings, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020.

Descriptors: exceptional child education; learning difficulties; emotionally disturbed; educational methods; social influences; language development; cultural disadvantagement; mentally handicapped; community programs; educational planning; early childhood education; family relationship; racial segregation; reinforcers; etiology; exceptional child research

Included in the collection of readings on the disabled learner are discussions of the history of emotionally disturbed child education, social class and social mobility in relation to formal education, language development in socially disadvantaged children, a comparison of childbearing attitudes of mothers and fathers of emotionally disturbed children, and social conditioning of vocalizations in the infant. Papers also concern rediscovering the child's mind, the need for early education, sources of strain in the treatment of disturbed children and their families, community educational program for the disturbed child, and a comment on the learning situation as an insulting device for the black child. Additional articles describe cultural deprivation as a factor in learning, deprivation and satiation reinforcers as drive conditions, the paradox of special education for the mentally handicapped, and educational engineering with emotionally disturbed children. (JM)

ABSTRACT 22510

EC 02 2510 ED 038 780
Publ. Date May 66 120p.
Kenney, Helen J. And Others
Improving the Education of Emotionally Disturbed Adolescents Through the Educational Cadre as a Diagnostic, Teaching, and Research Instrument.
McLean Hospital, Belmont, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-31-7525-5012

Descriptors: exceptional child research; emotionally disturbed; residential programs; interdisciplinary approach; experimental curriculum; hospital schools; cognitive processes; learning processes; recall (psychological); language patterns; history; English; individual chacteristics; psychological characteristics; personality; educational programs; social studies; problem solving; teaching methods; learning characteristics

To serve emotionally disturbed adolescents in a residential treatment program, an educational cadre was formed to function as a diagnostic, teaching, and research instrument. Specialists in addition to classroom teachers included a curriculum specialist, a cognitive psychologist, and a psychiatric clinician. Experimental curriculum units in English and history were developed around cognitive style, learning and recall, and language. Tests, materials, and projects were developed. Evaluation indicated that the more reflective students gave literal or descriptive interpretations; the more impulsive ones gave answers high in abstraction or degree of affect or general interpretation. Language tests did not render statistically significant results. Observation and student critiques and work products suggested that the experimental material and methods may have facilitated learning. Plans made for the second year of demonstration and research called for categorizing behavior and further investigating cognitive style. (JD))

ABSTRACT 22539

EC 02 2539 ED 038 809
Publ. Date Nov 69 92p.
Hewett, Frank M. And Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School; Phase Two: Primary and Secondary Level. Final Report.
Santa Monica Unified School District, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-0-8-071298-2799(032)
BR-7-1298

Descriptors: exceptional child research; behavior problems; learning disabilities; behavior change; academically handicapped; reading; regular class placement; special classes; classroom environment; academic achievement; behavior rating scales; reinforcement; learning readiness; classroom organization; class management; Elementary and Secondary Education Act Title III Project; engineered classrooms

Following its initial year, an engineered classroom for educationally handicapped (EH) children was replicated and extended. Evaluation indicated that the program could effectively increase emphasis on reading and include both primary and secondary students. Reintegration in the regular classes for EH children could be done on both a gradual and compulsory basis; the difficulty was in accurately assessing a given child's readiness for limited or total reintegration. The preacademic focus of the primary classes (ages 6 to 8) was validated in that a majority of subjects from the 1st year who had returned to regular classes were average or above in their functioning after 1 or 2 years in the program. Also EH children in the engineered classrooms outdistanced children in regular EH classes and approached or exceeded normal controls academically and behaviorally. Appendixes describe the engineered classroom and its dissemination and provide a behavior problem checklist and instructions for a frequency count of deviant behavior. (Author/JD)

ABSTRACT 22663

EC 02 2663 ED N.A.
Publ. Date Mar 69 72p.
Mind Over Matter.
Tennessee State Department Of Mental Health, Nashville
EDRS not available
Mind Over Matter; V14 N1 P1-72 Mar 1969

Descriptors: exceptional child education; emotionally disturbed; residential programs; residential schools; educational diagnosis; curriculum design; handicrafts; camping; physical education; interagency cooperation; parent education; program evaluation; behavior change; Project Re-Ed

Devoted entirely to Project Re-Education (Re-Ed) in Tennessee, the journal introduces the topic with a philosophy of Re-Ed, its history by Nicholas Hobbs, and a history of one typical boy in the project. Papers are concerned with educational diagnosis and evaluation by Dorothy Patton, an overview of the curriculum by Robert Slagle, the implementation of the curriculum by Robert Slagle, arts and crafts by B.J. Garrison, and physical education by B.J. Garrison. Additional articles discuss camping in Re-Ed (Kenneth L. Shaw), liaison teacher services (C.W. McDonald), parent education (Kenneth L. Shaw), and evaluation research (Laura Weinstein). Brief descriptions of Re-Ed facilities and the practical application of project findings are included. (JM)

ABSTRACT 22694

EC 02 2694 ED N.A.
Publ. Date 69 105p.
The Integration of Vocational Services with Existing Treatment Programs for Emotionally Disturbed Adolescents in Residential, Group, and Foster Home Placement.
Jewish Vocational Service, Chicago, Illinois
Children's Bureau (DHEW), Washington, D. C.
EDRS not available
Jewish Vocational Service, One South Franklin Street, Chicago, Illinois 60606.
Descriptors: exceptional child research; emotionally disturbed; adolescents; interagency cooperation; vocational education; vocational counseling; sheltered workshops; vocational training centers

A three year study was designed to explore ways to improve vocational and educational capacities of emotionally disturbed adolescents living in treatment settings. Clients referred by four child care agencies were given a program involving a rehabilitation workshop, individual counseling, and group orientation services or a program of individual counseling only. Clients changed little on 17 measures collected. High performance clients who showed better capacity to work showed improvements in performance. Low performance clients tended to decline in performance. The hypothesis of age differences favoring the younger clients was not supported, and few diagnostic measures were useful in identifying high or low performers. On a measure of reaction to frustration it appeared that clients who perform well are more able to acknowledge their errors. Vocational problems were noted as being more attitudinal than based on lack of skills. Included in the appendixes are workshop rating scale, counselor rating scale, work semantic differential, and third diagnostic staffing form. (MS)

ABSTRACT 23134

EC 02 3134 ED N.A.
Publ. Date 66 468p.
Hellmuth, Jerome, Ed.
Educational Therapy Volume 1.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, Northeast, Seattle, Washington 98105 ($14.40 Hc, $6.10 Pb).
Descriptors: exceptional child education; learning disabilities; emotionally disturbed; educational therapy; educational psychology; community programs; curriculum; preschool programs; psychotherapy; educational methods; behavioral sciences; perceptual development; mentally handicapped; language handicapped; professional personnel; physicians; researchers

A collection of papers discuss forms, concepts, techniques, and processes related to educational therapy. Topics include: an introduction to educational therapy; the training of the physician in evaluation and management of the educationally handicapped child; observations on the education of researchers; therapeutic teachers of exceptional

children; clinical principles of curriculum selection; an action-oriented process of special education; therapeutic preschool; psycho-educational approaches for seriously disturbed children in the classroom; therapeutic behavioral management; initiating a public school program for perceptual development; project re-ed-educational intervention in emotional disturbance; perceptual training as a bridge to conceptual ability; a diversified elementary school program for the emotionally disturbed; approaches to educational therapy in state supported institutions for the mentally retarded; public school programs for the prevention of specific language disability in children; theory and practice of therapeutic education in a residential treatment center for emotionally disturbed adolescents; community organization on behalf of the retarded in a large metropolitan area; a coordinated approach to the correction of learning disabilities in public school children. (LE)

ABSTRACT 23204

EC 02 3204 ED N.A.
Publ. Date 64 115p.
Knoblock, Peter, Ed.
Educational Programming for Emotionally Disturbed Children: The Decade Ahead.
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($2.50).

Descriptors: exceptional child education; emotionally disturbed; program planning; conference reports; urban education; intervention; student placement; rehabilitation

The collection of papers concerning future educational programing for emotionally disturbed children treats the social psychological complexities of an urban classroom by Louis Smith, with reactive comments by Edward Murray; techniques of intervention for the teacher of the disturbed, by William Morse; and the issue of institutionalized displacement, by William Rhodes. Also included is the role of education in rehabilitating the disturbed, by Harry Krohn; teacher-child communication and its implications by Rosalyn Cohen; and a presentation by Morse summarizing the activities of The First Annual Conference on the Education of Emotionally Disturbed Children, at which these papers were presented. (RD)

ABSTRACT 23248

EC 02 3248 ED 011 121
Publ. Date Nov. 66 21p.
Friedman, Simon B.; Soloff, Asher
A Vocational Development Program for Emotionally Disturbed Adolescents.
Jewish Vocational Services And Employment Center, Chicago, Illinois
EDRS mf,hc
VRA-RDO1216-P
Paper Presented At The Association Of Rehabilitation Centers Conference (Philadelphia, Nov. 30, 1966).

Descriptors: exceptional child research; vocational education; emotionally disturbed; residential centers; vocational development; staff role; adolescents; counselors; vocational counseling; behavior development; work experience programs; interagency coordination; experimental programs; demonstration programs

A vocational development program provided 4 years of service for emotionally disturbed adolescents who were attending school and living in residential treatment centers. The program consisted of a rehabilitation workshop, concomitant vocational counseling, and group vocational orientation services. In addition, individual programing presented the youngsters with increasingly difficult vocational situations. Close coordination between the vocational services and the therapeutic plan of treatment in the residential centers was emphasized. To test the hypothesis that work-focused vocational programing may be more effective if begun in early adolescence, an experimental group, aged 14 to 15, and a control group, aged 16 to 18, were chosen. Evaluation of the programs is to be made by comparing the two groups on the measures administered during the program and vocational performance of the trainees in the community after completing the programs. Elements which should be incorporated into a vocational rehabilitation program are identified and described. (PS)

ABSTRACT 23464

EC 02 3464 ED 041 425
Publ. Date Nov 69 94p.
Intervention Techniques for Special Class Teachers of Emotionally Handicapped and Brain Injured Children. Proceedings of the Institute on Intervention Techniques for Special Class Teachers of Emotionally Handicapped and Brain Injured Children, November 24-26, 1969.
State University Of New York, Albany, State Educational Department
EDRS mf,hc

Descriptors: exceptional child education; neurologically handicapped; emotionally disturbed; teaching methods; learning disabilities; language development; audiovisual aids; educational programs; program planning; student evaluation; clinical diagnosis; conference reports

The proceedings report papers, discussions, and other institute activities. Included are papers by Bonnie Kirkham on the classroom observation, via film, of emotionally disturbed children; Pearl Breslow on the translation of clinical findings into everyday classroom planning; and Gerri Bradley on the role of language therapy in the education of the handicapped. Summaries are given of Carl Fenichel's papers on the evolution of the League School for Seriously Disturbed Children in New York City, the fading lines between emotionally disturbed and neurologically impaired, and teaching disturbed children. Also reported are a question and answer session, demonstrations of the overhead projector and the language master, and evaluation of the institute. Suggested instructional materials and equipment are listed, and a format for teacher reports is appended. (JD)

ABSTRACT 23473

EC 02 3473 ED 041 434
Publ. Date 69 267p.
Laycock, S. R.; Findlay, J. A.
Educational Needs of Emotionally Disturbed Children in the Schools of British Columbia.
Educational Research Institute Of British Columbia, Vancouver, Canada
EDRS mf,hc
Educational Research Institute Of British Columbia, 302 Board Of Trade Tower, 1177 West Hastings Street, Vancouver 1, British Columbia ($4.00).

Descriptors: exceptional child education; emotionally disturbed; school surveys; educational programs; school personnel; educational planning; British Columbia

Ninety-five recommendations for meeting the needs of emotionally disturbed children in British Columbia are listed, followed by the methods and findings of a descriptive study of present educational provisions in the public schools. Thoroughly described are the study's background, limitations, and the questionnaire used (contents, distribution, analysis of results). A discussion of th3 reasons for each recommendation encompasses incidence of emotionally disturbed children, general and specific educational objectives, identification, administrative provisions, educational provisions, personnel training, rural and suburban programs, financing, and the school's responsibility in preventing emotional disturbance. A bibliography is included. (KW)

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